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The social causes of illiteracy in Iran

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Abstract

Literacy Movement Organization of IRAN (IMOI) after the Revolution (1979) was responsible for literacy. After the decade by a significant number of new litterers return back to the classes again. It seemed to have lost the ability to read and write. This organization tried to investigate the social causes of this forgetfulness literacy. In this national survey we were selected 1056 samples using the Cochran formula with 2% error rate. The populations of new litterers were about 10 millions. We use multistage random sampling, and we were selected our samples from all 27 provinces of IRAN. The same test provided for both level preliminary and complementary of new litterers. By comparing the new scores with the scores of documents were obtained showed forgetfulness rate. The results of the research showed the traditional conventional methods, regardless of social circumstance, functional literacy and social awareness (Paulo Freer), the first method has been used in IRAN. In this study 14% of new litterers again return back to the classroom and were obtained new documents. gender, age, province development level and other factors associated with rates of return back to illiteracy. The research findings are to appear, the functional and professional literacy methods are more suitable for IRAN.

Keywords: New litterers, Illiterate, Preliminary Education, Complementary Education, IRAN;

1. Introduction

In 1979 about 14200000 of the 36000000 of Iranian population was illiterate. Iran's Revolutionary Government was decided to solve this problem. By the command of spiritual leader of Iran an organization was established for this purpose named Nehzate SavadAmouzi (a movement of uprooting illiteracy in Iran). After two decades the manager of this organization considered that a number of new literate student return back to the classes. It seemed that they forgot the ability of simple reading and writing. In this research we try to answer following question:
How many of new litterers forget of simple reading, writing, and accounting?
Is the instruction methods of Nehzat was return back ?
Which social factors effect at forget their ability?

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Which one of these social factors like family, local language or dialect, economic problems are affected return back to illiteracy

2. Research Methodology

In this research we selected 1056 samples from 4/000/000 litterers with 2% of errors according to the Cochran formula. 384 samples has been selected from the litterers which finished primary in 1984 and 1056 samples from the 1986 and 384 samples from 1988. The years of 1984 and 1988 samples has been selected only for measurement the affect of time. We use random sampling among the litterers from 25 provinces .Three pre-test has been took place in Sistan and Balouchestan , Tehran and Lurestan for standardized our questionnaire. The result of new exam with same handwriting of same book has been compared with final exam of litterers which lead to certification.

3. Empirical Research in Iran.

In 1961 & 1964 Izadi & Afghahi work on U.N. have a project in Iran. In this project use both traditional and functional methods in Isfahan and Flawarjan

The result of these researches shows that:

3.1. Functional method for adults is suitable.

3.2. The means of functional method in all material are above traditional method.

- In 1987 Maleki in his M.A thesis in Tehran university compared the new litterers that achieved primary degree or supplementary degree after two years one third(1/3) of their ability had been forgotten.

- In 1987 Jamshidiha in his M.A. thesis in Tarbiate Modares University in Roodbar-e- GHasran near Tehran. The result.

Table1. The result of new exam after two years(B)

	Degree	Dictation	Mathematics	Make Sentence
primary	A	15.3	16	15.1
	B	4.2	8.2	11.6
Supplementary	A	15.8	15.2	-
	B	5.2	5.2	-

(B) Show mean of the materials after two years.

This result show in dictation and mathematics two third (2/3) of their ability had been forgotten.

Literacy is not used in everyday life like part of the body which is not used has been tiny and weak. (Jon Galton, cited in Izadi, 1961)

4. Theoretical approach

There are three theoretical of methodological approach in the field:

4.1. **Traditional approach:** In this method learning ability of reading, writing in simple language only for learning.

They didn't notion to the other aspects of life. In this method ignored the differentiation between adult and children. The used same books and teachers. This method was used in UNESCO up to 1961.

4.2. **Functional literacy:** many researchers in all of the word show traditional way of teaching is not professional. A research in Iran (Isfahan & Flowerjan, 1961, 1964) supported these finding. Many scientists believe literacy ought to useful everyday life of the litterers. This ability should support the economic development. Literacy should help the litterers to learn and expert in new job till useful in his welfare life(Homayounpoor,1987:34-36;Sabaghian,1988:130)

4.3. Conscientious method: This method is recognized by the name of Paulo Freire. He believes literacy not a goal but a tool for helping new litterers for fundamental change in their lives. Reading and writing is a political action against the oppressors and a tool of Oppressed for liberty (Sabaghian, 1988: 163-165). Freire said without consciences freedom and social change is impossible (cited in Sabaghian, 1988). He also added both teacher and litterers with together find a new way for consciences (ibid: 19, 20). This method can be used in the countries that revolution has been taken place like Cuba, Nicaragua and Iran. In Iran traditional method used up to now

5. Finding

After omit the invalid samples the result can be noted in following table:

Table 2. The rate of illiteracy from 20

Rate of illiteracy	frequency	percent	Population of litterers
Improve their ability	107	12	2/171/092
0---- 2.49 score	172	19.3	
2.5---- 4.99 score	195	21.9	652/960
5-----7.49 score	143	16	
7.5-----9.99 score	140	15.7	
10+ score	134	15	1/252/867
No answer	49		
total	940	100	4/081/000

Finding of this research showed that 47% of the litterers (2/171/092) improve or forget less than five score of their ability must named litterers.

The majority of population of new litterers 53% forgot their ability of reading and writing or standing on the borders (31% completely illiterate and 16% were nearer to illiteracy).

5.1. Time and illiteracy

In this survey empirical evidence shows:

5.1.1. Those that have degrees in 1984 had been illiterate in 1999.

5.1.2. Those that have degrees in 1986 had been illiterate in 1994.

5.1.3. Those that have degrees in 1988, had been illiterate in 1992.

This finding shows that training quality of this organization had been reduced time to time.

5.2. The role of social and individual factors on illiteracy

The result of statistical test can be classified in three levels: weak factors, medium factors and strong factors.

5.2.1. Weak factors

Table 3. weak variable

Variable	R	R ²
Householder women	.15	.0225
Economic crises of family	.12	.0144
Women more than men	.18	.0324
Reading Koran	.18	.0324

In this kind of factors householder women have indirect affect on literacy. If we compare men with women the second one were forgot more than first one. The litterers who had reading Koran have been forgotten less others. If the litterers had been learned more have been forgotten less.

These factors can explain 10% of literacy changes.

5.2.2. Medium factors

Table 4. Medium variable

variable	R	R ²
Review of the books after graduate	.2	.04
Help the children in their homework	.22	.048
Local dialect (Gilany)	.23	.0529
Reading news paper and magazines	.24	.0576
Opinion about the quality of the books	.25	.0626
Province according to the development rank	.27	.0729
Quality of organization	.29	.0841

In this kind of factors local dialect (Gilany) have indirect affect. Attitude of the litterers about quality of the books have same affect, and also level of development of province have same result.

If the litterers believes that quality of the books were high consequence is increasing ability slowly.

The strong variable of this level was the affect of the organization.

These factors can explain 42% of literacy changes.

5.2.3. strong factors

Table 5. Strong variable

variable	R	R ²
Reading other materials	.32	.102
Writing letter to others	.33	.109
Reading any things that they need in his everyday life	.34	.116
The quality of education by teacher	.35	.123

All four factors have strong affect on illiteracy.

These factors can explain 45% of literacy changes.

In the other hand the three above of factors can explain 97% of illiteracy changes.

In the final sum, the results of this study, traditional literacy, compared with two other methods, has lost its effectiveness. Select this method is one of the reasons for returning to illiteracy.

Also to be noted, illiteracy and other factors, such as inadequate books, teachers low-power, institutional and organizational weaknesses.

In relation to social factors, factors such as housekeeping, local dialects, negative attitudes towards teachers and books, with an inverse relationship stability are literate.

Finally, if literacy is learned, not new litterers with daily life, and does not help to inform them, and in life is not practical, as part of the body is the lack of efficiency, will be weak.

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